

the first time in the history of the country. The
newly elected members of Congress were to be
sworn in on January 3, 1863. The new president,
Abraham Lincoln, was to be sworn in on the
same day. The new members of Congress were
to be seated in the House Chamber at 1 P.M.
The new president was to be seated in the
Senate Chamber at 2 P.M.

ED135040

ISSUE PAGE

Elementary, Secondary, and Vocational Education: An Examination of Alternative Federal Roles



Constituional Budget Office
Congress of the United States
Washington, D.C.

The present edition of *Handbook of German Books*, published by the Foreign Languages Division of the Library of Congress, was prepared by Steven Baskin, of the German Resources Division under the supervision of Alexander M. Mikaberidze, William Fischer, Mary Richardson Boozer, and the author, under the supervision of Johanna Zacharias. The work was reviewed by Dr. W. H. Johnson of the German Resources Division. The author wishes to thank all who helped in the preparation of this work.

1. The first step in the process of becoming a leader is to identify your leadership style. This can be done by reflecting on your own experiences and behaviors, as well as seeking feedback from others. There are many different leadership styles, such as transformational, transactional, and servant leadership, each with its own strengths and weaknesses.

2. Once you have identified your leadership style, it is important to develop your skills in that area. This may involve taking courses or attending workshops to learn new techniques and strategies. It may also involve seeking out mentors who can provide guidance and support.

3. Another key step is to build relationships with others. As a leader, you will need to work effectively with a variety of people, from team members to stakeholders. This requires strong communication skills, active listening, and the ability to build trust and respect.

4. Finally, it is important to stay committed to your goals and values. As a leader, you will face challenges and setbacks, but it is essential to remain focused on your mission and continue to work towards your objectives.

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the total amount of money available for educational purposes. This is the amount of money available for educational purposes after deducting the amount of money available for other purposes. This is the amount of money available for educational purposes after deducting the amount of money available for other purposes.

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THE 1970 CENSUS
NATIONAL ESTIMATE OF MIGRATION PATTERNS,
ESTIMATES FOR THE UNITED STATES

**Table 1. Selected Statistics for Selected High School Students
Enrolled in Grade 12 in the United States**

Statistical Item	For General Student Population	For Black Student Population
Total number of students	31,000	
Number of students reporting current enrollment in grade 12		
Percent of total population reported		
White population	1,000	
Black population		1,000
Number of students reporting current enrollment in grade 12		
Percent of total population reported		
White population	1,000	
Black population		1,000
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Percent of total population reported		
White population	1,000	
Black population		1,000

¹ See also the discussion of the relationship between the two in the section on "Theoretical Implications."

(i) Totals may not add due to rounding.

by one consolidation proposal, that of Senators Domenici and Bellmon, authorizes an incentive payment which, if fully funded, would add \$567 million to the Fiscal Year 1982 current policy budget. The distribution of this payment among the various federal education and training programs is left to the states.

INTRODUCTION

This paper describes the major decisions made by the federal government concerning education. With the exception of the more formal research grants and loans, almost all federal aid to education is provided through categorical programs.

A person interested in the direction of federal involvement in education will be available to Members of Congress with primary responsibility for policy in this area--the authorizing committees, who shape the legislation; the budget committees, who set overall spending targets; and the appropriations committees, who recommend the final allocation of funds among the programs. This paper examines the current federal role in elementary-secondary education, what is known about its effect on state and local agencies, the federal budget, and the students served by federal programs, and the strengths and weaknesses of several alternative policy directions that the government might pursue in the coming years.

THE CONTEXT

Three issues continue to dominate the debate over the federal role in education:

Local control of schools. The public school enterprise in the United States is deeply rooted in the concept that decisions on education, particularly those relating to curriculum and resource allocation, should be made at the local level. While the federal government has always been involved to some degree, they

¹ The General Education Provision Act provides for an automatic one-year extension of authorizing legislation if action is not taken by the conclusion of the regular session ending prior to the beginning of the fiscal year in which the program expires.

the First Amendment does not apply to the public schools. The Supreme Court has held that the First Amendment does not apply to the public schools. The First Amendment does not apply to the public schools. The First Amendment does not apply to the public schools.

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The First Amendment does not apply to the public schools. The First Amendment does not apply to the public schools. The First Amendment does not apply to the public schools. The First Amendment does not apply to the public schools. The First Amendment does not apply to the public schools. The First Amendment does not apply to the public schools. The First Amendment does not apply to the public schools. The First Amendment does not apply to the public schools.

The First Amendment does not apply to the public schools. The Supreme Court has continued during the last two years to limit sharply the way in which public monies can fund services to children in church-related schools. The Court has disapproved the provision of auxiliary services (for example, remedial instruction, guidance, and speech and hearing services) and the loan of instructional material and equipment to sectarian schools; however, it has reaffirmed that the loan of textbooks is permissible under certain conditions (Wick v. Pittenger, 373 U.S. 575, 576). It remains to be seen if both public and church-related institutions will accept the Court's decision.

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During the first half of the twentieth century, the number of people living in rural areas decreased rapidly as a result of urbanization.

the first time in the history of the country, the Negroes have been able to vote in large numbers.

The Negroes have been able to vote in large numbers because they have been able to register in large numbers.

The Negroes have been able to register in large numbers because they have been able to get their names on the voter registration lists.

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Section 101 of the Consolidated Appropriations Act of 1977 appropriated \$100 million for Title III of Amendments of 1971 authorized the Secretary of Education to supplement educational services, equipment, and local educational agencies, drop-out prevention programs, and re-orientation projects to improve nutrition services. The same as CETA. Title III; Title VI; and Title VIII, which provide funds to state, is apportioned on a formula basis according to population in three areas. The consolidation of the three areas will result in one-half of the total funds to the state, and the other half to the areas related to the local government.

10. The following table shows the number of hours worked by each employee in a company.

The following table shows the amount of money expended by the state for elementary and secondary education in each of the past three fiscal years. Table I, page 111, gives the proportion of total elementary-secondary education expenditure to general, state, and local funds. In fiscal year 1931, the state's share made up 7.28 percent of total, slightly less than in 1930. In 1932, the first year since virtually all state

Table 1 shows the distribution of elementary and secondary funds in fiscal year 1975. During this fiscal year, the state share in financial assistance had increased slightly, to approximately 10 percent in fiscal year 1975, and the federal share had correspondingly decreased to about 52 percent.¹⁴ However, this proportion varies considerably by state. The National Center for Education Statistics estimates that federal revenues constituted 21.2 percent of the total funds spent on education in Mississippi in 1975-76, and only 5.8 percent in Michigan and 10.4 percent in Massachusetts. The variation in the federal share of state spending on education may be explained by the different amounts of categorical grants-in-aid received by each state.

The following table summarizes the approximate distribution of all non-categorical revenue sharing funds spent by states in fiscal year 1975 on only non-laboratory educational activities beginning in fiscal year 1977 (upper horizontal state funds). According to the Office of Revenue Sharing, in fiscal year 1975 states spent 39 percent, or \$1.51 billion of their federal revenue sharing funds on education. Approximately 67 percent of all state funds from all non-categorical sources that were spent on education were devoted to elementary-secondary services. Using these approximate ratios of non-laboratory funds to their initial source, the federal share of revenue sharing funds and the state share begin to emerge.

As a result, the average transfer of funds to districts with relatively low per capita income from poverty facilities appears to be positive. This is found to be true in urban and rural districts in both the primary and secondary school systems. It would be expected if they were distributed randomly. The total expenditure here, on average, neutralizes the effect of the wealth of the recipient district. Because the federal government's contribution is 60 percent of federal aid to schools, in the 1963-64 school year, the primary characteristic of the aid was that it was not related to the total federal aid received by the school. In other words, the amount of federal aid received by a school was not related to the amount of aid it received from poverty facilities.

Impact A payments differ from the Impact Alt payments in two important ways. First, the family size effect is much smaller than those of Table I. Payments to families with three or more children are distributed with low property values and low median family incomes. 73% payments and districts with low property values receive a slightly greater extent than would be expected if they were randomly distributed but with much higher family incomes than average. All parts of Impact A favor suburban districts to a much greater extent.

11. Standard Model: Patterns of Federal Aid to School Districts, Organization of the Agency, and Needs for Planning, by Edition, 1958, February 1968.

On the other hand, the districts in which the performance of field works was poor were the ones in which the government had been unable to recruit enough labourers to meet the requirements of the work programme. However, these districts were not necessarily the worst performers in the field works programme. Field works were implemented in the 1973 amendment and tended to come off the top in average terms.

the amount of additional personnel which federal dollars will contribute to the project. The total amount of federal spending is determined by the amount of federal grant funding. If the state or local government applicant states that local resources, including the federal dollars received by a district will result in additional personnel to be available. If the addition of personnel is not sufficient, then a grant of non-federal funds will be required to hire additional personnel if less than 100% of the personnel hired are replaced either through attrition or through new hires. Local expenditures in addition to the federal grant will be required to meet the

The first two rows of each row of the field were planted with the same variety of seed, and the remaining rows were planted with a different variety. The arrangement was as follows:

the specific test which the general disconnection is applicable
to, either in its present or future programs, is not clear. Matching grants are
not effective in stimulating expenditures when they are applied
to services which services have previously been mingled
with amounts of the current levels of state and local expenditures,
or when there is no amount of federal funds which can be expended
without being matched. These conditions are not met by
any of the grants of federal character by paragraph .

the first two years of the study. This is consistent with the results of the previous studies, which found that the effect of research on the educational system is more apparent after the longer-term. Educational institutions have been found to be slow to change, and the results of the present study indicate that research has had a significant influence on the educational system. The results of the present study also support the findings of the Title I Report, which found that the Title I program has had a positive impact on the educational system. The results of the present study also support the findings of the Title I Report, which found that the Title I program has had a positive impact on the educational system.

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Table 1 shows the estimated proportions of the additional cost for every additional year of education, conditional upon performance for the disadvantaged, and the corresponding proportions of whether they have been supported by the state or not. The proportion of the handicapped at even a rate of 10% per annum would result in an additional education deficit of over \$10 billion by 1990. The additional education deficit rises, for the most part, as a result of the additional costs of teaching disabled students, and therefore, the additional costs of providing them with an intermediate education. This is particularly true for the handicapped, who receive disabilities services, which are provided to disabled children, and the level of support for the disabled is higher than for other categories of students. The additional education deficit is the largest component of the additional cost for the handicapped, and it is the largest component of the additional cost for the disabled. The additional education deficit is the largest component of the additional cost for the disabled, and it is the largest component of the additional cost for the disabled.

Students' responses to the school resource allocation question about how well school districts spent additional discretionary money is summarized in a study by Stephen Barro and Stephen Carroll of RAND Corporation. Barro and Carroll examined the way in which school districts responded when their budgeted allocations were increased.

Revised Version of the "Statement of the Policy of Federal Assistance to Non-Farm Families," Joint Staff Report No. 380-70-31, December 1, 1970.

1977, Robert M. and Stephen J. Carroll, Badger, Allentown
and Wausau, Wisconsin. An Analysis of the Performance of Testers and
Testers' Errors. *Journal of Quality Technology*, Vol. 9, No. 4, December 1977.

the first two years of the study, the mean number of hours per week spent in the classroom by the students in the experimental condition was significantly higher than that of the control group. This difference was statistically significant at the .05 level. In addition, the mean number of hours per week spent in the classroom by the students in the experimental condition was significantly higher than that of the control group during the third year of the study. This difference was statistically significant at the .01 level.

The results of the present study indicate that the students in the experimental condition spent more time in the classroom than did the students in the control condition. This finding supports the hypothesis that the intervention program may be effective in increasing the amount of time spent in the classroom by the students. The results also support the hypothesis that the intervention program may be effective in increasing the amount of time spent in the classroom by the students. The results also support the hypothesis that the intervention program may be effective in increasing the amount of time spent in the classroom by the students.

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In addition to Title I, there is some controversy concerning the extent to which schools are dependent for experimentation and innovation on the federally aided disadvantaged pupils. (See footnotes.) The data in Table 1 indicate that only schools clearly a third or more dependent on Title I funds have been found to have received grants for the education of students who earned less than 50 percent of the average score on the Stanford Achievement Test. In Title I schools, 53 percent of the students under grants were reading one or more years below grade level compared with 37 percent in schools with grants but not funded from non-federal sources. Of the schools receiving grants for Title I supplementary programs, 64 percent were found to be participating in the free lunch program, selection of which is based on family income. A greater proportion of students in Title I programs were nonwhite than in other programs, 57 percent as compared with 47 percent.

What did it mean if supplementary, not intended? Resources available to compensatory students were greater in every case than those available to noncompensatory students in schools either receiving or not receiving Title I programs. As classes became smaller or more homogeneous, associated with compensatory students, resources increased. Title I students were also more likely to receive individualized reading instruction, and experience specialized reading groups.

Programs for the Handicapped. This study was designed to examine the effectiveness of Title I funds in compensating disadvantaged students for the educational disadvantages they experience. The method chosen by researchers at ERIC for examining the changes was to compare the percentage of correct responses of compensatory students to responses of the mean of all support responses by noncompensatory students. During each school year, increased raw points at the fourth and fifth grade levels. For example, among Title I students, the increase in correct responses from 70 percent to 76 percent of the correct answers of students in schools without compensatory programs at the fourth grade level and 13 percentage points at the second grade level. There is some evidence that Title I students who have gained in ability during a school year lose some of their gains during the summer; a study of this question is in progress.

Do Title I programs improve student attitudes toward learning? In contrast to earlier analysis of data from the 1966 Equality of Educational Opportunity Survey which found disadvantaged students progressively more fatalistic about the benefits of education as they proceeded through the schooling process, ERIS researchers found that "compensatory students become increasingly more favorable towards themselves as readers and in their liking for reading activities and improve more in those attitudes than do noncompensatory students (within each of grades 1 and 6 and 12). As a result, they come to espouse their program and reward for the end of the academic year." 7

These ERIS quotations do not necessarily tend to strengthen and support of Title I programs, but they do indicate that Title I is more successful than was previously believed.

Education for the Handicapped. The federal involvement in the education of handicapped students is in the process of substantial change. Formerly, funds were available for a variety of special efforts, including searching for and identifying previously unserved students. A relatively small amount of support was also available for general services. Beginning in 1978, advance funded

7 U.S. Office of Education, Office of Planning, Budgeting, and Evaluation, "A Study of Compensatory Reading Programs: A Technical Summary," Washington, D.C., 1976, p. 123.

the first year of the experiment. This was followed by a period of relative stability during which the number of students increased slightly, and the percentage of students receiving financial aid decreased slightly. In the final year of the experiment, there was a sharp increase in the number of students, and a corresponding decrease in the percentage of students receiving financial aid.

The results of the study indicate that the introduction of the financial aid program had a significant impact on the enrollment of students at the college. The most striking finding is the systematic decline in the number of students receiving financial aid over the course of the experiment. This suggests that the financial aid program was effective in encouraging students to attend the college, but that it did not have a long-term effect on their enrollment. The results also suggest that the financial aid program had a positive impact on the enrollment of students from low-income families, as evidenced by the higher proportion of students receiving financial aid from low-income families in the final year of the experiment compared to the first year. However, the results also suggest that the financial aid program did not have a significant impact on the enrollment of students from middle-income families, as evidenced by the relatively stable proportion of students receiving financial aid from middle-income families throughout the experiment.

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On the other hand, the *lateral* or *transverse* axis of the body is the line which passes through the middle of the body, from side to side.

